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ABSTRACT

This guide is intended to give workforce investment boards (WIBs) a practical framework for overseeing the performance of one-stop career centers. The introduction presents background information on a proposed quality assurance framework and the guide's format and development. The first two sections explain the importance of quality assurance to WIBs and the process of using supplier certification to ensure quality. The third section introduces the Malcolm Baldridge Quality Award Criteria, which are recommended as a framework for performing quality assurance and which focus on the following categories of organizational behavior: (1) leadership; (2) strategic planning; (3) customer and market focus; (4) information and analysis; (5) human resources focus; (6) process management; and (7) business results. The nature and scope of the criteria in each category are explained, and several examples of how each might be applied to local workforce development systems are provided. The remainder of the guide details the process of setting up a quality assurance process for a local workforce system. General guidelines about a WIB's role in certification are presented along with detailed steps for conducting the following certification-related activities: (1) initial certification; (2) ongoing performance assessment and continuous improvement; and (3) recertification. A list of eight World Wide Web sites providing additional information is included. (MN)

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National Association *of* Workforce Boards

Overseeing One-Stops

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A WIB Member's Guide to Quality Assurance

Workforce Board Development Series

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Introduction

This guidebook provides Workforce Investment Boards (WIBs) with a practical framework for overseeing the performance of the one-stop career centers and other program operators that make up their local workforce development systems.

The Workforce Investment Act (WIA) of 1998 gave local workforce boards far-reaching responsibility to ensure that employment and training programs in their communities operate at a high level of quality and satisfy the expectations and needs of their customers. In practice, this means that workforce boards will oversee the provision of services by many independent organizations, most of which have no direct reporting relationship to the board. In this situation, a board's only means of assuring quality operations is to use its authority to "designate and certify" the eligibility of agencies that wish to operate one-stop career centers, receive board-funded training "vouchers" or provide specific training programs or other services under the aegis of the board.

This guide recommends using the well-known Malcolm Baldrige Quality Award Criteria to help your board perform the following tasks:

- ✧ *judge* the capacity and operating philosophy of potential one-stop center operators and service providers;
- ✧ *certify* that these agencies meet minimum standards of quality set by the board;
- ✧ *provide* subsequent oversight and performance evaluation;
- ✧ *encourage* continuous improvement in program operations; and
- ✧ *build* mutually supportive relationships between the board and its service "suppliers."

This paper summarizes a longer, more technical publication, *Performance Excellence in One-Stop Career Center Operations*—available from Department of Labor Regional Offices—which is designed for workforce board staff who carry out the day-to-day implementation tasks of career center certification and evaluation. It is one of a series of publications prepared by the National Association of Workforce Boards (NAWB) to provide guidance, technical assistance and advice to the members and staffs of workforce investment boards on topics of importance to their successful governance of the nation's new workforce development system. It was written by Mr. Brian Tell under contract with NAWB.

NAWB is a member of the Business Coalition for Workforce Development, a group of 35 national business organizations helping employers set up effective training and employment systems under the federal Workforce Investment Act. The Coalition is funded by grants from the US Department of Labor. Opinions stated in this document do not necessarily represent the official policy of USDOL.

Why Quality Assurance Is Important

Quality can be defined as those features which give something a degree of excellence or superiority. *Quality assurance*, then, can be defined as the strategies, plans, and decisions which we make in order to guarantee the continued characteristics of excellence or superiority in our services and products. Quality assurance is important to workforce board members because:

- **Quality assurance is an important part of the role of a workforce board under WIA.** A workforce board's central mission is to be the policy and oversight entity responsible for organizing a comprehensive, community-wide response to the challenges of building a highly skilled workforce. Compared with the role of the private industry councils (PICs), this is a significant shift. PICs provided employment and training services primarily using funds from one federal grant program, the Job Training Partnership Act. Their role was primarily *managerial*. By contrast, workforce boards are expected to stay out of direct service delivery altogether but to coordinate available resources—federal, state, local and private sector—in a way that fosters the overall functioning of an entire workforce development system. Their role is primarily one of *governance, negotiation and quality control*.

- **Uniform quality standards can help the board build an effective workforce investment system.** The board's main task is to get heretofore independent agencies to work together. But there is more to building a workforce development system than setting up a physical location and calling it a career center. Signed partnership agreements or memoranda of understanding (MOUs) alone do not constitute evidence of a functioning system. These agreements must be backed up by day-to-day policies, procedures, services, and products which enhance the system as a whole and which do not favor certain agencies and programs over others. Existing federal performance standards encourage local programs to behave like stand-alone silos. The board needs to develop uniform, locally-based policies to counteract this tendency.

- **Quality assurance enables a workforce board to compare programmatic apples and oranges.** The workforce board's role is made more difficult by the fact that the programs being evaluated in local systems are often quite different from one another. They may have traditionally enrolled different types of clients, provided different services to them, and expected different levels of success. Others may consist of new and previously untried service delivery strategies, such as fee-for-service, that are explicitly designed to serve a broad population. A workforce board, therefore, is faced with the challenge of developing a single, flexible yardstick with which to measure and compare these "apples" and "oranges." With the appropriate quality assurance tools in place, however,

the focus of evaluation shifts away from how well career center operators and service providers perform compared to other organizations. Instead, a set of neutral, customer-oriented criteria are established. Each operator and service provider can then be evaluated according to how well its internal operations are prepared to carry out organizational self-improvement in order to better serve its workforce development system customers.

- **Quality assurance is an effective way to satisfy customers and encourage continuous improvement.** Customer satisfaction and continuous improvement have been important in the private sector for many years. Firms which have focused on operating in ways that expressly satisfy their customers have experienced marked improvements in the quality of their products and services and, subsequently, better business results and higher profits. But many public programs are still used to a top-down, command-and-control operating style. Local boards can help overcome these bad habits by insisting that their own local evaluation systems will be firmly based on how well each agency meets the needs of its local job-seeker and employer customers (who are, after all, otherwise known as the taxpayers.)

- **A quality assurance framework will support the board's use of individual training accounts and community report cards.** The supplier certification process presented in this guide can be used by a board to gather information and evaluate all the training and service providers in the community. It can be used as a basis for awarding certification for providers to receive training vouchers. Ongoing data-gathering mechanisms can also be created to produce consumer report cards to inform potential customers about the strengths (and weaknesses) of local workforce development programs.

Using Supplier Certification to Ensure Quality

One quality assurance strategy that has been used successfully in the private sector is called *supplier certification.* Certification is a formalized process through which an oversight body or authority determines that some person or organization has met a set of standards which have been previously defined as constituting a minimum level of quality. *Essentially, certification is a formal guarantee of quality.*

In the private sector, the term "supplier" is frequently used in conjunction with certification. A supplier is a person or organization that provides products or services to another person or organization in support of their business. A local workforce board's suppliers can include one-stop center operators, agencies applying to receive training vouchers, youth service providers or just about any other member of a local workforce development system.

The concept of supplier certification grew out of the manufacturing sector but has evolved significantly over the past few decades and is now used in many different fields. A workforce development board can use a supplier certification process to ensure that only those organizations able to meet the board's locally-defined standards for quality—that is, those organizations which can demonstrate commitment to the board's vision—are allowed to enter and operate in the local workforce development system.

Moreover, a well-thought out supplier certification process can facilitate a two-way street of communication, checks and balances and mutual assistance between the board and its suppliers. It can serve as both a planning and an implementation tool, promoting healthy inter-agency relationships and overall system quality by providing a solid framework to:

- ✧ Establish minimum organizational and performance standards which can be used to evaluate the capability of organizations seeking to provide services as part of the local workforce system.
- ✧ Use these same standards as a basis for evaluating the performance of certified suppliers, services and products, and other elements in the system.
- ✧ Encourage and promote a structured, continuous improvement methodology under which suppliers and program operators use the established standards as a basis for organizational self-assessment and improvement.
- ✧ Provide one-stop centers, program operators, affiliates, and service providers with the oversight, ongoing support and technical assistance they need in order to identify problems, take corrective actions, and meet performance expectations.

The Malcolm Baldrige Quality Certification Framework

The Malcolm Baldrige Quality Award was established in 1987 to recognize companies which demonstrate the highest possible level of excellence in their overall performance and capabilities. Only a handful of companies actually win the award each year. But so many companies have obtained successful results just by going through the award's rigorous application process that now organizations of all kinds—including numerous federal, state and local agencies—use it as a basis for quality assurance and continuous improvement efforts. NAWB recommends using the Baldrige framework for quality assurance in local workforce development systems because:

- ✧ It grew up in the private-sector. It will be understood both by workforce board members and employer customers.
- ✧ It is widely known and accepted, not just in the private-sector, but in the non-profit and public sectors as well.
- ✧ It is not prescriptive. It does not require the use of any one continuous improvement or change-management tool or product.
- ✧ It is universal. It creates a common language and a common standard for quality, while enabling each agency to adapt the framework's main principles to its unique culture and to benchmark itself against the best practices of "world class" organizations.

The core of the Baldrige Award framework is an intensive assessment of an organization's operational strengths and weaknesses. The goal is to identify opportunities for continuous improvement which will yield positive business results. The framework examines seven main categories of organizational behavior: 1) Leadership, 2) Strategic Planning, 3) Customer and Market Focus, 4) Information and Analysis, 5) Human Resources Focus, 6) Process Management, 7) Business Results.

The table on the next two pages shows the seven categories and gives some examples of how they might be applied to a local workforce development system. Local WIBs can and should come up with definitions applicable to their own local systems.

Baldrige Category	Application in Workforce Investment Systems
Category 1—Leadership *The Leadership Category examines how the organization's senior leaders address values, performance expectations, a focus on customers and other stakeholders, empowerment, innovation, learning, and organizational direction. Included is a look at how the organization addresses its responsibilities to the public and supports its key communities.*	☑ Require leaders from workforce boards, career center operators, and service providers to demonstrate commitment to continuous improvement in day-to-day business decisions. ☑ Position the workforce board as a leader in the local community by articulating short- and long-term goals for the workforce investment system and linking those goals to the broader economic and political goals of the community. ☑ Educate the community about the new workforce investment system and the various models of managing One-Stop career centers; ensure that a wide range of community representatives participate in decision-making about which model will be implemented.
Category 2—Strategic Planning *The Strategic Planning Category examines the organization's process of developing strategic objectives, as well as creating action plans and related human resource plans to support organizational direction. Also examined is the deployment of those plans, and how performance is tracked.*	☑ Ensure that all required programs and partners are involved in the strategy development process, are represented on the board, and are present in full service career centers. ☑ Understand expectations of job-seekers, employers, elected officials, and workforce board members; determine how each set of expectations will be measured and reported back to stakeholders. ☑ Utilize business plans as a condition for operators and affiliates to become certified, and as strategic planning documents which enable the workforce board to fully enrich the local system based on partner input.
Category 3—Customer and Market Focus *The Customer and Market Focus Category examines how the organization determines customer/market requirements, expectations, and preferences. Also examined is how the organization builds relationships with customers and determines their satisfaction.*	☑ Hold focus groups and public hearings to attain customer input prior to planning services, products, and how service delivery will be coordinated and managed. ☑ Develop a single point of contact for both employers and job-seekers. ☑ Require the use of marketing and customer satisfaction data (surveys, etc.) to justify all services and products and to support continuous improvement.
Category 4—Information and Analysis *The Information and Analysis Category examines the performance measurement system and how the organization analyzes performance data and information.*	☑ Require operators to demonstrate how the use of information and information technologies will support and enhance both customer service and staff effectiveness. ☑ Conduct a situational audit of your local system to identify areas of opportunity for developing new or improved services and products. ☑ Train all system stakeholders in how to analyze the impact of changes in quality and customer satisfaction on financial performance.

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Baldrige Category	Application in Workforce Investment Systems
Category 5—Human Resource Focus *The Human Resource Focus Category examines how the organization enables employees to develop and utilize their full potential in alignment with the organization's objectives. Also examined are the organization's efforts to build and maintain a work environment and an employee support climate conducive to performance excellence, full participation, and personal and organizational growth.*	☑ Set guidelines for ongoing capacity building to ensure that staff at all levels of the system are trained and expert in providing services in a customer-oriented enterprise. ☑ Identify and conduct necessary training sessions for top managers, line staff, and supplier staff. ☑ Ensure that all your information systems and work processes promote collaboration and information sharing across multiple agencies, partners, and work units. Modify performance reviews and bonus systems to provide incentives for employee excellence.
Category 6—Process Management *The Process Management Category examines the key aspects of process management, including customer-focused design of products and service delivery, as well as support, supplier and partnering processes involving all work units. Also examined are how key processes are designed, implemented, managed, and improved to achieve better performance.*	☑ Establish a supplier certification process driven by a Baldrige-based system of performance measures and quality assurance standards. ☑ Identify the flow of services in each full service and affiliate career center; determine how Individual Training Accounts (ITAs) and eligible service provider /consumer report information will be managed within that flow. ☑ Determine how poor performance of an operator, career center partner, or service provider will be handled.
Category 7—Business Results *The Business Results Category examines the organization's performance and improvement in key business areas - customer satisfaction, financial and marketplace performance, product and service performance, human resource results, supplier and partner results, and operational performance. Also examined are performance levels relative to competitors, and other organizations within the system providing similar services.*	☑ Link the renewal of operator or training provider certification and the receipt of incentive funds to meeting specifically defined performance standards. ☑ Define business results in terms of improved service quality to an increasing number of customers, both per career center and throughout the entire system; avoid relying solely on narrow measures such as placement rates. ☑ Measure support systems successes (such as for information and human resource systems), and include them in overall business results analysis to ensure integrity of analysis and reporting.

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Setting up a Quality Assurance Process for Your Local Workforce System

The quality assurance model presented here is built on the practice of supplier certification and is founded on the principles underlying the Baldrige Award criteria. The model has three phases: 1) Initial Certification; 2) Ongoing Performance Assessment and Continuous Improvement; and 3) Recertification. The publication, *Performance Excellence in One-Stop Career Center Operations*, describes each of these three phases in greater detail. It also includes an appendix of tools and templates that can be easily adapted by a workforce board to fit the particular circumstances of any local system.

Before looking at the three phases, here are some general guidelines about the role of the workforce board in certification:

- It is important to remember that the workforce board is responsible for defining and evaluating goals, policies and standards for the whole local workforce system. The day-to-day management of the system is the responsibility of the staff of the workforce board and the service provider agencies involved.
- The workforce board must structure certification as an interactive and iterative process if it is to be more than a pro forma designation. The process should be integrated into the culture of the workforce development system, but it must never become fossilized or stagnant; it must remain flexible.
- The workforce board must ensure that an atmosphere exists which will support both the letter and the spirit of quality assurance, including:
  - A full understanding of the certification concept and tools by workforce board members, operators, affiliates, and other local parties;
  - Widespread knowledge of the local and regional workforce investment environment;
  - A board-level strategy for deployment of the certification process;
  - A sufficient infrastructure, including a management information system, to support administration of the certification process.

To increase its understanding of quality assurance principles, a workforce board might consider taking the following preparatory steps:

- Invite quality assurance experts to board meetings.
- Recruit board members from companies, universities, and industry associations who have a background in quality assurance.

- Find out about your state's performance management and one-stop center policies and guidelines. Negotiate with the state to ensure that the WIB's discretion to set local policies for its own community is not compromised.
- Contact a local or state Quality Council to receive mentoring and guidance. Check the American Society for Quality's website (www.asq.org) to find a council near your community.
- Establish a certification process review team and a workforce board certification committee empowered to create an initial framework of Baldrige-based quality standards for your system.

Initial Certification

The steps leading to initial certification of Career Center operators and their affiliates are critical to ensuring that all parties agree to performance outcomes and expectations prior to actual certification. In fact, all memoranda of understanding (MOUs) between the workforce board, program operators and service providers should clearly state and define the workforce board's right to evaluate each operator and service provider according to an established quality assurance process. There are seven key steps which should be followed in the initial certification phase in order to reach the necessary level of agreement between the workforce board and the certification applicant.

1. **Establish quality standards based on the seven Baldrige categories.** There are several good Baldrige-based quality frameworks that can be used as a template for establishing standards which are applicable to the requirements of local workforce development systems. Examples of these can be found in the *Performance Excellence in One-Stop Career Center Operations* guidebook.
2. **Require an organizational self-assessment and the development of a business plan from all one-stop certification applicants.** The purpose of a self-assessment is to identify organizational (or partnership) strengths, areas in need of improvement, and priority issues to be addressed in an on-site review. Once completed, the self-assessment can form the basis of a detailed business or strategic plan describing how a prospective operator envisions sustaining and growing its career center(s).
3. **Completion of a formal application by one-stop certification applicants.** The application for certification should be based on, and include parallel sections from, the self-assessment guidelines (which are in turn based on the quality standards the board has developed). It should allow the applicant to easily provide a detailed response in a format that enables the board's review team to compare the applicants' responses in a standard, unbiased manner. This model strongly encourages *requiring* the submission of a prospective operator's business plan as part of the application package.
4. **On-site review of the one-stop operator applicants.** An on-site review gives the review team an opportunity to confirm that the applicant's quality systems, as described in the application, are indeed in place, and to further determine the applicant's level of readiness to be certified. It is important, however, that the on-site review be a two-way

street. For the applicant, the on-site review is an opportunity to ask additional questions and to clarify definitions and levels of expected performance outcomes for certified operators or affiliates.

5. **Feedback report from the workforce board to the applicant.** This report can take many forms, but should include feedback about the application document, including the organization's self-assessment and business plan; the on-site review; and the status of the certification, including the applicant's overall score and the review team's specific recommendations for improvement to meet the criteria of the board's quality standards.

6. **Certification decision.** The self-assessment, the application, and the on-site review results must all be considered and weighed against the board's established quality standards framework, as well as the board's overall vision for its one-stop system. .

7. **Technical assistance, training, support.** It is the workforce board's responsibility to identify operators' and service providers' technical assistance, training, and support needs related to quality assurance in the local one-stop system, and to take the lead in coordinating local, state, regional or federal resources in response to those needs.

Ongoing Performance Assessment and Continuous Improvement

Phase two begins as soon as a certification decision has been made. The primary steps to be taken are similar to those taken during initial certification, except that the application process and the certification decision are absent in this phase. What does change, however, is the focus. Now that the applicant has become an operator—a fully vested partner in the local one-stop system—the focus becomes one of supporting and developing that partnership to bring about a shared vision.

1. **Reconfirm, revise and expand your one-stop system vision and quality standards as necessary.** Information received from applicants during the initial certification phase may result in a reconsideration of your one-stop vision as well as your quality standards.

2. **Require another self-assessment and revision of the operator's business plan, if needed.**

3. **Conduct post-certification audits of one-stop operators.** Once an operator or affiliate has been certified, post-certification audits should be conducted according to a periodic schedule outlined in the certification agreement. The purpose of these audits is to provide formal and regular opportunities for the board and the operator to discuss the operator's performance with regard to specific goals and outcomes. The audits are also an opportunity to discuss any technical assistance needed to help the supplier quickly and efficiently address any areas of concern.

4. **Feedback report.**

5. **Ongoing technical assistance, training, support.**

Recertification

The recertification phase can begin about eight months prior to the end of the certification period. Again, there is very close overlap between the steps to be taken in this phase and those taken during the first two phases. However, the recertification process could also entail a decision to *decertify* an operator—to revoke its license to operate and deny further public funds to operate an official one-stop career center. It also could include the decision to seek out new operators to become workforce investment partners. Recertification steps include:

1. **Update the board's quality standards.**
2. **Require a self-assessment and business plan revision by applicant.**
3. **Completion of application.**
4. **On-site review/audit.**
5. **Feedback report.**
6. **Recertification decision.**
7. **Ongoing technical assistance, training, support.**

The table below shows one example of how a board can demand different levels of quality from its suppliers. This example assumes that the board will demand higher and higher levels of quality over time, thus requiring local agencies and service providers to "continuously improve" their operations and strive for higher and higher levels of customer satisfaction.

Certification Criteria	Measures		
	Initial Certification	2nd Year	3rd Year
I. LEADERSHIP			
1) Clear sense of mission 2) Agency leadership 3) Community leader commitment 4) Identifiable management structure	1) Written mission statement displayed and endorsed by partners 2) Signed partnership agreement 3) Advisory body of key community leaders 4) Defined management structure, organizational chart available	1) Employees know and understand mission 2) Increased level of commitment by agency partners and/or increased number of partners 3) Tangible evidence of community leadership commitment 4) Evidence of functional integration (e.g., joint ventures)	1) Community understands the mission 2) Partners reflect the workforce development community 3) Extraordinary evidence of community leadership commitment (e.g., diversification of funds) 4) Leadership support of extensive functional integration is evident
II. STRATEGIC PLANNING			
1) Strategic plan	1) Business plan has been developed	1) Three-year strategic plan has been developed	1) Decisions are made based on strategic plan

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Certification Criteria	Measures		
	Initial Certification	2nd Year	3rd Year
III. CUSTOMER AND MARKET FOCUS			
1) Internal and external customer satisfaction measurement 2) Widely and freely shared customer satisfaction results 3) Customer satisfaction with vendors/suppliers	1) Satisfaction information is collected from internal and external customers 2) Process for sharing customer satisfaction results internally and externally 3) Information on satisfaction with vendors/suppliers is collected to support customer (employer and individual) choice	1) Customer satisfaction information is used to continuously improve 2) Customer satisfaction results are shared in multiple mediums 3) Information on satisfaction with vendors/suppliers is used to improve referrals to and performance of vendors/suppliers	1) Customer satisfaction information drives change 2) Customer satisfaction information is analyzed over time 3) Demonstrated improvement in customer satisfaction with vendors/suppliers
IV. INFORMATION AND ANALYSIS			
1) Functional Resource Center 2) Management information system (MIS)	1) Resource Center offers: information in multiple mediums; self-service; Internet access; and trained staff 2) Strategy for meeting state and local MIS needs (management and reporting needs)	1) Resource Center has comprehensive current local information 2) MIS feeds state and local systems and is capable of producing customized reports for the local workforce development community	1) Service offerings are linked to continuous improvement efforts 2) Information is used for decision making
V. HUMAN RESOURCE FOCUS			
1) Staff competencies 2) Employee friendly environment 3) Team building 4) Rewards and recognition	1) Competency assessment needed; demonstration of commitment to training (dedicated training time and budget) 2) Effective labor relations structure 3) Cross-training of staff 4) Plan for employee rewards and recognition	1) Funded employee career development plans 2) Process for measuring employee satisfaction 3) Cross functional work teams 4) Evidence that employee rewards and recognition are granted	1) Significant on-going investment in staff training 2) Employee feedback used for continuous improvement 3) Staff empowerment (e.g., decision making is de-layered, staff authorized to make decisions) 4) Rewards and recognition are tied to external quality systems

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Certification Criteria	Measures		
	Initial Certification	2nd Year	3rd Year
VI. PROCESS MANAGEMENT			
1) Policies and procedures 2) Accessible services and resources based on customer choice 3) Service integration 4) Service recovery	1) Evidence of staff involvement in developing policies and procedures 2) Basic customer flow is documented; ADA compliance; available parking and public transportation; effective signage; safe environment 3) Core service look and feel integrated 4) Strategy for recovery process	1) Integrated policies and procedures; established process for changing policies and procedures 2) Feedback mechanism to improve customer flow and access 3) Evidence of service integration 4) Staff has authority and tools to address issues/problems	1) Process to make changes is functional (e.g., policies and procedures have been changed) 2) Feedback mechanism is generating change 3) Evidence of extensive integration 4) Recovery is part of routine business
VII. BUSINESS RESULTS			
1) Customer outcomes 2) Sustainability 3) Market presence 4) Customer satisfaction	1) Customer outcomes baseline established based on center performance measures 2) Process for considering cost and revenue 3) Market presence baseline established 4) Established customer satisfaction baseline (tied to markets)	1) Improvement in customer outcomes 2) Financial strategy for Center sustainability exists 3) Market niche identification 4) Improvement in customer satisfaction	1) Maximize and sustain customer outcomes 2) Implementation of financial strategy 3) Community-wide recognition of Center as a valuable resource 4) Maximize and compare to best in class enterprises

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Conclusion

Ideally the concepts and examples in this paper will give workforce boards good ideas on how to start creating a supplier certification process for their local workforce development systems. Enforcement of minimum quality standards is a powerful tool to drive positive change in any system, and implementing an effective quality assurance framework is one of the most important tasks facing the new workforce boards.

As the new WIBs carry out this work, they should remember to focus on keeping dialogue open and moving forward, and to utilize the talents, input, time, and energy of as many people as possible in order to build deep and ongoing support for the board's vision. Most important, boards should remember that along the way they are guaranteed to experience setbacks along with successes. But as long as boards are committed to imbuing their local systems with an ever-increasing awareness of the value of quality operations, then setbacks will be seen for what they really are: synonyms for opportunity.

For More Information

The following organizations can provide more information on the subjects of quality assurance, supplier certification and the Baldrige Award Framework and how these concepts can be applied to local workforce development programs. Also see the longer version of this paper, *Performance Excellence in One-Stop Career Center Operations*, available through DOL Regional Offices or online at www.workforce-excellence.net.

- ✧ American Society for Quality. www.asq.org
- ✧ Baldrige Award. www.quality.nist.gov
- ✧ DOL/ETA Workforce Excellence Network. www.workforce-excellence.net
- ✧ National Leadership Institute for Workforce Excellence. www.WIBLeadership.com
- ✧ Business Coalition for Workforce Development. www.workforceinfo.net
- ✧ Corporation for a Skilled Workforce. www.skilledwork.org
- ✧ National Association of Workforce Boards. www.nawb.org.

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